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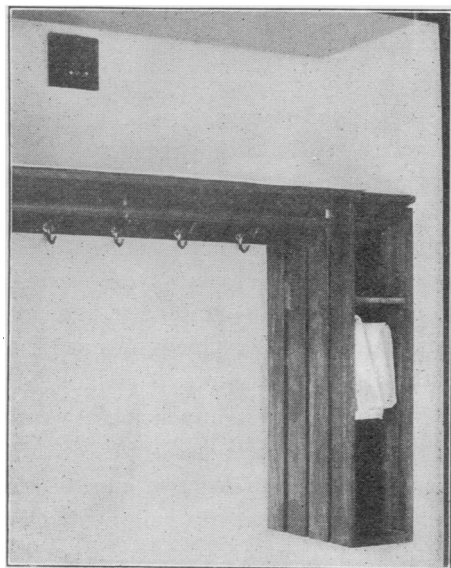
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This is indeed a luxury and adds to the general quiet of the home.

All student nurses' rooms have a plate rail around the room, in place of a picture moulding; this eliminates the desire to drive tacks in the wall and seems to be complete for every use. A device



for holding towels and wash cloth, designed by Miss McLaughlin, as part of the wardrobe closets is shown in the accompanying cut. All bedroom doors have transoms except on the sixth floor. The ventilation leaves nothing to be desired as all windows are forty-six inches wide.

The halls are covered with waxed battle ship lineoleum and the floors are painted nearly the same color.

Last, but not least, there is a kitchenette on every floor in the building and an adequate amount of equipment is furnished. This is a delight and a convenience.

The new home has given such happiness to both pupils and officials alike that we wish every hospital could have a new home. It is characterized in its furnishings by stability and simplicity added to which is the artistic selection in color and design which give the touch of beauty and restfulness.

THE MODERN HIGH SCHOOL GIRL¹

BY FRANCES M. GREGORY

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IN a study of the modern girl, it is well to consider the changes which have been taking place in her environment and also the influence of these changes, not only on her, but on her parents and teachers. There is much less work to be done in the home today and, unless there is a large family,

parents demand less assistance. They even have been known to refuse to permit their children to share what labors and responsibilities remain.

Then, too, ideals of education are different. Is obedience so arbitrarily required or even expected now? Is not the educational aim today rational self-direction instead of perfect obedience and set behavior? With the freedom to develop self-control, is it any wonder that the high school girl's conduct is

¹Abridged from a paper presented at the nineteenth annual meeting of the Ohio State Association of Graduate Nurses, Dayton, April 27, 1922.

often inconsistent. She is passing through a period of instability both physical and emotional. Shall girls in their teens be criticized for a lack of unity of purpose and action not always shown by adults?

A teacher of young people calls the high school period the "Paradoxical Age," and asks whether one can wisely and truthfully "generalize on an age of such variable experience, an age of shifting winds and weather."

Some teachers think that the modern girl lacks initiative. Twenty years ago, the literary societies in our high schools were carried on without supervision. The club members arranged weekly programs, inter-society debates and contests, had annual open meetings for their parents and friends, and carried on numerous school projects. Today, each society works under the direction of a member of the faculty. The adviser of a group of girls chosen for leadership ability, tells me she cannot depend upon her girls to prepare well-planned programs and carry on similar activities. But this group of picked girls gave the first social affair of the year. Perhaps it is more along social lines that initiative is shown nowadays.

While the interest in each other is no stronger than it used to be, it is now shown more frankly. Not all girls or boys show a marked desire to get acquainted and be together, yet there are many boys and girls who wish to meet socially, but lack the courage or knowledge of the way to bring this about. This shyness is a characteristic of the age and one which teachers are not especially apt to consider. Mothers who encourage informal gatherings of boys

and girls at home, do much to solve the problem. There is also a small group of students who show no desire to make friendships, making their studies their sole aim, and taking no advantage of their social opportunities.

LACK OF HOME OPPORTUNITIES

Some high school girls are timid in undertaking projects, while others seem to have unlimited confidence. Some are afraid to test their powers. I frequently hear a girl say, "I'd be sorry for anyone who was depending on me for this or that." I am tempted to say that the girls who can do things, are in the minority, but when I look back upon my own girlhood, I realize that very many girls are more capable in the use of their hands than I was. Two weeks ago, a girl who has never "had time to take sewing" in high school, won a prize on a tweed suit with knickerbockers which she had made at home at a cost of fourteen dollars. The Home Economics teacher who judged the garment said she would have hesitated before beginning such an undertaking. A number of my girls take all responsibility of the evening meal at home. Should not all girls have this first hand experience? Because many mothers are not willing to permit their daughters to assume responsibility, not realizing the girls' need for it, the girls are criticized for their lack of power to do work quickly and efficiently.

Last week, a group of girls making punch, were chatting about what they liked to do. All agreed that they liked to cook and do things about the house, but only when their mothers were away. They did not like to be told how to do

things. Only one of the group was getting daily practice in the preparation of meals. Her mother is in business.

During their conversation, some one mentioned a girl who had been bragging about successfully separating the white and yolk of the first egg she had ever broken. "Wasn't that wonderful?" She just had to talk about it. Some adolescent girls like to pose a bit. Their self-consciousness may express itself in affectation.

A second group working on a school project began to discuss a girl they knew. "She's always studying" said one. No girl in the group would admit that she studied and these were some of the brightest girls in the school and earned good grades. But to acknowledge that one does study, or at least, to be seen doing it, has become unfashionable. The number of honor pupils in high school probably remains about the same although the percentage is lower because of larger enrollment.

While a number of students are critical of their teachers, there is the not uncommon hero-worshipper. Every teacher has the experience of being put on a pedestal.

Girls of this age usually are very interested in people. What people think of them means much. Some worry for fear they are not like others, and are not developing into all-round, attractive womanhood.

Girls' activities, like their friendships, are intensive. They have periods of great enthusiasm, spending every spare minute in making wax bead necklaces or handkerchiefs, painting lampshades, crocheting sweaters and the like. Then come periods of inactivity when they

want to sleep or rest for a week. And yet they love excitement. They feel that to have a good time is their unquestionable right.

DESIRE TO ATTRACT ATTENTION

Most girls give way at this period to the desire to attract attention. With some, this self-affirmation takes the form of extreme styles of dress or coiffure, in the use of paint and powder, loud talk and laughter, or in unnecessary dancing steps and arm movements. The girls who lack good home training are the worst offenders. In fact, a teacher runs a great risk of losing a girl's confidence if she criticises a girl's—shall I say—"make-up," for this girl may be patterning after her own mother or older sister. It is the silly mothers who deserve much of the unfavorable criticism received by young girls today.

Denouncing bad taste and improper conduct does not bring admiration for the good, nor help another person in discriminating between the good and the bad. The high school girl can be reached indirectly and nothing has so much weight with her as the opinion of her school-mates.

When one tries to describe the behavior of a group as large as this, it is the outstanding individuals that come to mind, and mostly those to whom attention is drawn by their unusual, perhaps more or less shocking, conduct. Are these the types who are attracted to the nursing profession? Do those interested in nursing education have the same problems as the high school teacher? The average teacher is not so conscious of the possession or lack of manual skill. Art and Home Economics teachers meet with difficulties similar to the teacher

of nursing. The fact that all girls do not know how to make beds does not occur to the teacher of Latin. Do all student nurses know how to study, and have all of them learned the lesson of patience? Have they developed the ability to stay with a task and finish it regardless of its unpleasant features?

This power is only developed by awakening or stimulating fine motives, and then providing opportunities for sufficient responsibilities with due recognition of work well done. Both boys and girls want to do real work. They want to be considered grown up. Often, they are not fully trusted or thrown on their own resources. When their school

work lacks vitality, they insist on stopping. They want to go to work, feeling that they will then be doing something worth while.

Young people respond quickly to suggestions of self-government, and "carry on" very successfully, if those in authority are sincere in the matter. Of course, the size of the group so governed has its effect on all concerned, but showing faith and respect for either boys or girls helps them to work their way out of one of the most trying periods of their lives—a time when the "wisdom and the advice of their parents is overtopped, but the feeling of self-confidence is undeveloped."

FIRST AID TO LECTURERS

The annual urge for literature that will appropriately put the subject of Public Health Nursing before student nurses is upon us. Almost daily requests are received at National Headquarters for such material. Doubtless there would be many more, if the wealth of available material were generally known. The National Organization for Public Health Nursing has in pamphlet form a series of lectures prepared by a joint committee of our three national organizations of nurses for presentation to student nurses by a qualified leader. These are not sold, but are loaned from National Headquarters.

The N. O. P. H. N. has also descriptive and illustrated pamphlets on different phases of Public Health Nursing. A pamphlet prepared by the Educational Committee contains a list of postgraduate courses in Public Health Nursing and a list of current pamphlets. These are to be had for the asking. Write to the National Organization for Public Health Nursing, 370 Seventh Avenue, New York City.

THE HOSPITAL LIBRARY AND SERVICE BUREAU

The report of the first two years of work of this Bureau indicates a tremendous amount of highly specialized effort and a corresponding achievement. A library on all phases of hospital work has been gathered, and floor plans of over five hundred hospitals have been collected. Bibliographies on all subjects relating to hospitals have been compiled and package libraries are available for those who cannot visit the library. A wealth of information is available to those who care to write to Donelda R. Hamlin, 22 East Ontario Street, Chicago.